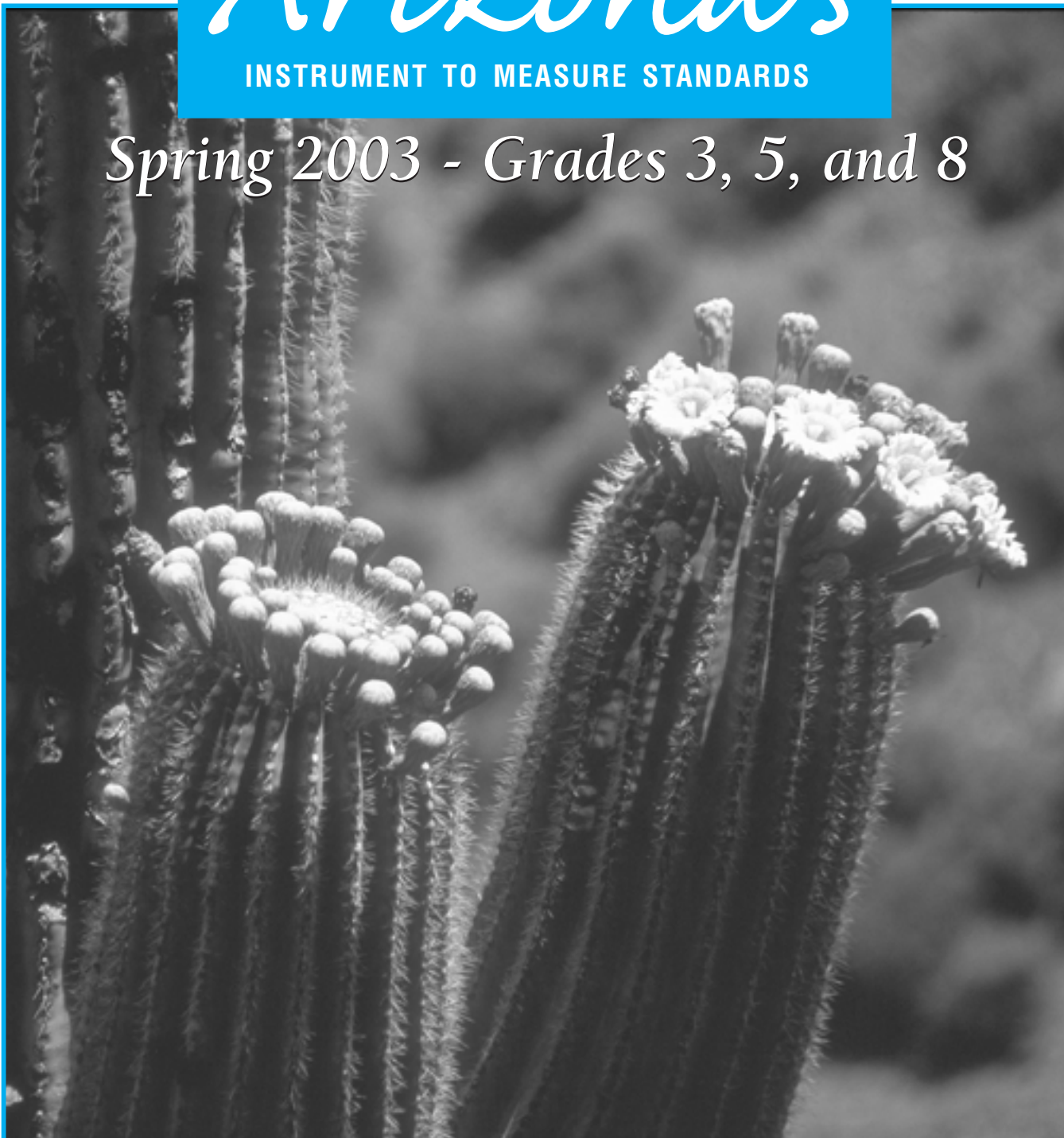


Arizona's

INSTRUMENT TO MEASURE STANDARDS

Spring 2003 - Grades 3, 5, and 8



Test Administrator's Manual

Arizona Student Achievement Program

 **Harcourt
Educational Measurement**

A Harcourt Assessment Company

999-8092-45-0

Copyright © 2003 by Harcourt Educational Measurement

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage and retrieval system, without permission in writing from the publisher, except for the printing of complete pages, with the copyright notice, for instructional use and not for resale.

HARCOURT and the Harcourt Logo are trademarks of Harcourt, Inc., registered in the United States of America and/or other jurisdictions.

Portions of this work were published in previous editions.

Printed in the United States of America

9998092450

Table of Contents

Overview	5
Arrangements Prior to Test Administration	5
Test Setting	5
Test Administration Staff	5
Violation of Test Security	6
Distribution and Return of Test Materials	6
Shortage of Materials	6
Testing Timetable	6
Estimated Time Required	7
Students to be Tested/Not Tested	8
What are Adaptations, Accommodations, and Modifications?	8
What Kinds of Accommodations May be Used?	9
Modifications	9
Coding and “OTHER INFORMATION” on AIMS Answer Documents	10
Word Processors, Scribes, Tape Recorders, Large Print, and Braille Tests	11
Test Materials	11
Materials Supplied by the State	11
Materials Supplied by Your School	11
Test Booklets—Grade 3	12
Test Booklets—Grades 5 and 8	12
Answer Documents—Grades 5 and 8	12
Test Administration Guidelines	13
Students Who Leave the Room During Testing	13
Defective Test Booklets	13
Students Who Become Ill	13
Disruptive Students	13
Monitoring the Test	13
Test Administration	14
“OTHER INFORMATION” Section	14
Calculators	14
Dictionary and Thesaurus	14
Grade 3 Writing Draft Pages	14
Pre-Identification Labels	14
Instructions to be Read to All Students	15
Grade 3 Mathematics Part 1	20
Grade 3 Mathematics Part 2	21
Grade 3 Reading Part 1	22
Grade 3 Reading Part 2	24
Grade 3 Writing Part 1	25
Grade 3 Writing Part 2	26
Grade 3 Writing Part 3	27
Grade 5 Mathematics Part 1	29
Grade 5 Mathematics Part 2	30
Grade 5 Reading Part 1	31

Grade 5 Reading Part 2	33
Grade 5 Writing Part 1.	34
Grade 5 Writing Part 2.	36
Grade 8 Mathematics Part 1	37
Grade 8 Mathematics Part 2	39
Grade 8 Reading Part 1	40
Grade 8 Reading Part 2	41
Grade 8 Writing Part 1.	43
Grade 8 Writing Part 2.	44
Procedures Following Test Administration	46
Inspecting Grade 3 Scorable Test Booklets and Grade 5 and 8	
Answer Documents	46
Organizing Answer Documents After Testing.	46
Scoring Service Identification (SSID) Sheets	46
Returning Materials.	47
Test Administrators' Checklist	47

Overview

You may wish to use the information below in explaining the tests to students, parents, and staff.

Testing will occur Monday, April 28 – Friday, May 9, 2003.

Testing may be conducted at any time during this 10-day period.

Your District/Charter Holder Test Coordinator is responsible for communicating the schedule to test administrators, parents, guardians, and students. All Grade 3, 5, and 8 testing must be completed by Friday, May 9, 2003.

Arrangements Prior to Test Administration

Test Setting

AIMS is a standardized test. Test administration must follow the directions exactly as stated in this document. The testing room should be prepared for the test administration prior to the testing date. Good lighting, ventilation, and freedom from distracting noises and interruptions are important for student performance. Ensure that visual aids displayed in the testing room are removed or covered completely if they might be used by students to answer questions on the test.

Test Administration Staff

A test administrator is to be assigned to each testing room. If the number of students testing in the room requires it, proctors may also assist during the administration of the test. The test administrators are responsible for:

- participating in training activities scheduled by the Test Coordinator;
- reviewing this document in advance of the testing date;
- receiving testing materials from the Test Coordinator;
- verifying the quantities of testing materials received;
- ordering any additional materials required to test all eligible students;
- adhering to test booklet security procedures;
- following test administration directions exactly;
- distributing, collecting, and verifying all testing material on testing dates;
- completing any special codes that are required on the demographic pages; and
- assembling and returning all test materials to the Test Coordinator.

During student testing, test administrators and proctors **may not** assist students in any way in answering questions. They may, however, answer student questions about the test directions only. (Refer to “Special Education Guidelines,” “Section 504 of the Rehabilitation Act of 1973, AIMS and Stanford 9,” and “Guidelines for the Administration of AIMS and the Stanford 9 to English Learners” on the Department’s Web site at www.ade.az.gov.)

Violation of Test Security

It is unethical and shall be viewed as a violation of test security for any person to:

- allow students to share information during test administration;
- read any parts of the test to students except where indicated in the directions;
- give special assistance of any kind to students which influences the answers students select;
- allow student access to test questions prior to testing;
- change a student's answer choices on the test documents;
- photocopy, transcribe, or in any way duplicate any part of the AIMS test booklets;
- fail to return all testing materials, including unused documents; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security measures.

Distribution and Return of Test Materials

Test administrators will receive their testing materials from the Test Coordinator. AIMS test booklets are secure documents. The Test Coordinator will keep a record of the number of booklets assigned to each test administrator. **Test administrators must be able to account for the security of all testing materials before, during, and after the test administration.**

Upon receipt of testing materials, the test administrator should count the number of booklets received. Each test administrator should receive from the Test Coordinator an inventory of the number of books that have been delivered. Any discrepancies or defective test booklets must be reported immediately to the Test Coordinator. All testing materials must be kept in a securely **locked storage facility** except during actual test administration times.

Shortage of Materials

Prior to the testing date, any shortage of testing materials must be communicated to the Test Coordinator, who has additional materials and can provide these materials to the test administrator.

Testing Timetable

All testing activities should be conducted during the period scheduled. The testing schedule must be clearly communicated to students and parents in advance. Make-up testing will be determined by your District/Charter Holder Test Coordinator, but will occur no later than Friday, May 9, 2003.

AIMS is not a timed test. The following are **approximate times** needed to administer AIMS. This estimate includes time to distribute materials to students, complete student information on answer documents, read directions, and collect and count materials at the end of the testing session. The reading, writing, and mathematics subtests may not be

administered in more sessions than shown in the chart below. Do not split the sessions. Example: The Grade 3 mathematics test may not be given in more than two sessions. The first session must include all of Part 1 (items 1-27*) and the second session must include all of Part 2 (items 28-49*). (*The number of items is subject to slight variations.)

All students should be instructed to bring personal reading materials or class work that they can do if they finish testing before the end of a testing session. The testing session is not complete until **all** students present during the session have had the opportunity to complete that portion of the test. Students who need more than the recommended time to complete the test may be relocated to a supervised test site.

Estimated Time Required

	Grade 3	Grade 5	Grade 8
Mathematics	2 sessions at 1 hour each	2 sessions at 1 hour each	2 sessions at 1 hour each
Reading	2 sessions at 1 hour each	2 sessions at 1 hour each	2 sessions at 1 hour each
Writing • multiple-choice and short answer • extended response	2 sessions at 1 hour each plus 1 session at 1 hour	1 session at 1 hour and 15 minutes plus 1 session at 1 hour	1 session at 1 hour and 15 minutes plus 1 session at 1 hour

The following chart shows the items administered during each testing session.

	Grade 3	Grade 5	Grade 8
Mathematics Part 1 Part 2	Items 1–27 Items 28–49	Items 1–27 Items 28–55	Items 1–30 Items 31–60
Reading Part 1 Part 2	Items 1–28 Items 29–53	Items 1–26 Items 27–55	Items 1–24 Items 25–50
Writing • multiple-choice and short answer Part 1 Part 2 • extended response	Items 1–21 Items 22–43 Item 44	Items 1–41 Item 42	Items 1–45 Item 46

Students to be Tested/Not Tested

All students in Grades 3, 5, and 8 should be given the opportunity to test. Only students whose current Individualized Education Programs (IEPs) exclude them from participating in Grade 3, 5, or 8 AIMS should be excluded from testing (estimated to be 1-2 percent of the student population). An alternate state assessment (AIMS-A) is available for excluded students with significant disabilities. Refer to the Special Education guidelines found on the Arizona Department of Education's Web site (www.ade.az.gov) for additional information.

What are Adaptations, Accommodations, and Modifications?

Adaptations are changes made to the environment, curriculum, instruction, and/or assessment practices in order for a student to be a successful learner. Adaptations include ***accommodations*** and ***modifications***. Adaptations are based on an individual student's strengths and needs.

The reauthorization of the Individuals with Disabilities Education Act (IDEA) requires that IEPs include a statement of any individual adaptations a student will need to participate in state and districtwide assessment programs. States must assess students with disabilities in the regular state assessment, with adaptations provided, when necessary. For those students who cannot participate in the regular assessment, an alternate form of assessment must be provided.

Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act concur.

Accommodations are provisions made in ***how*** a student accesses and demonstrates learning. These do not substantially change the instructional level, the content, or the performance criteria. The changes are made in order to provide a student equal access to learning and equal opportunity to demonstrate what is known.

Modifications reflect changes in the test administration that affect standardization and, thus, the comparability of scores and may also involve substantial changes in what a student is expected to learn and to demonstrate. Changes may be made in the instructional level, the content or the performance criteria. Such changes are made to provide a student with meaningful and productive learning experiences, environments and assessments based on individual needs and abilities.

What Kinds of Accommodations May Be Used?

The following accommodations may be used, if appropriate, in the administration of the AIMS without requiring an entry in column “J” in the “OTHER INFORMATION” section on answer document IF all other provisions of the administration are in accordance with the test developer directions. In test administration, accommodations used should correlate with accommodations required by the student during instruction.

- | | |
|--|--|
| <input type="checkbox"/> Change time of day for administration | <input type="checkbox"/> Provide large-diameter pencil |
| <input type="checkbox"/> Provide special lighting or acoustics | <input type="checkbox"/> Provide pencil grip |
| <input type="checkbox"/> Secure paper to work area with tape or magnet | <input type="checkbox"/> Provide auditory amplification devices or noise buffers |
| <input type="checkbox"/> Provide adaptive or special furniture | <input type="checkbox"/> Sign oral directions using exact translation |
| <input type="checkbox"/> Provide slant board or wedge | <input type="checkbox"/> Sign or read written directions to student |
| <input type="checkbox"/> Administer test individually in a separate location | <input type="checkbox"/> Reread directions for each page |
| <input type="checkbox"/> Administer test in a small group | <input type="checkbox"/> Allow frequent breaks during testing |
| <input type="checkbox"/> Provide templates to reduce visible print | <input type="checkbox"/> Mark answers in test booklet |
| <input type="checkbox"/> Provide visual magnification devices | <input type="checkbox"/> Provide markers to maintain place |

Modifications

The following are examples of modifications that may be used in the administration of AIMS but *require* an entry in column “J” in the “OTHER INFORMATION” section on the answer document. Again, the modifications used in test administration **MUST BE REQUIRED IN THE STUDENT’S IEP** and must correspond to modifications required for the student during instruction.

This list of modifications is not exhaustive. The IEP team must make the determination of the type of modifications needed, if any. **Modifications may neither alter the content of the test nor provide inappropriate assistance to the student within the context of the test.** For example, a test of reading skills may not be read to the student.

- | | |
|--|--|
| <input type="checkbox"/> Follow flexible schedule | <input type="checkbox"/> Have computer read test to student |
| <input type="checkbox"/> Administer test in several shorter sessions | <input type="checkbox"/> Have teacher provide clarification on items |
| <input type="checkbox"/> Administer test over several extra days | <input type="checkbox"/> Provide STOP or arrow cues |
| <input type="checkbox"/> Underline/highlight verbs in directions | <input type="checkbox"/> Provide graph paper |
| <input type="checkbox"/> Provide additional examples | <input type="checkbox"/> Provide word processor or typewriter |
| <input type="checkbox"/> Simplify language in directions | <input type="checkbox"/> Provide calculator, abacus, arithmetic tables |
| <input type="checkbox"/> Give prompts/directions on tape | <input type="checkbox"/> Administer out-of-level |
| <input type="checkbox"/> Provide dictionary*, spell check | |
| <input type="checkbox"/> Increase size of answer bubbles | |

*Although not required, all students may use a dictionary or thesaurus for the extended writing prompt on the writing test only; several copies of each should be available if students choose to use them.

Coding and “OTHER INFORMATION” on AIMS Answer Documents

Test administrators or Test Coordinators are responsible for completing the coding required in the “OTHER INFORMATION” section of the identification grid on the student answer document when a modification is implemented. Coding in the “OTHER INFORMATION” section of the student answer document pertains only to special education students who have received these modifications during the administration of an AIMS subtest, or to home schooled students.

A code of “1” should be entered and the bubble filled in under column “J” if the student has received a modification in reading. A code of “2” should be entered and the bubble filled in under column “J” if the student has received a modification in mathematics. A code of “3” should be entered and the bubble filled in under column “J” if the student has received a modification in writing. A code of “4” should be entered and the bubble filled in under column “J” if the student has received a modification in reading and mathematics. A code of “5” should be entered and the bubble filled in under column “J” if the student has received a modification in reading and writing. A code of “6” should be entered and the bubble filled in under column “J” if the student has received a modification in mathematics and writing. A code of “7” should be entered and the bubble filled in under column “J” if the student has received a modification in reading, mathematics, and writing.

For example, if a student’s IEP requires the student to receive assistance in computations, then the student’s answer document would be coded “2.” To exclude home schooled students from the summary data, grid a code of “8” in column “J.”

Bubble Position (Column J)	Content Area(s)
1	Reading
2	Mathematics
3	Writing
4	Reading and Mathematics
5	Reading and Writing
6	Mathematics and Writing
7	Reading, Mathematics, and Writing
8	Home Schooled Student

It is very important that the coding for each student be done accurately since this data will be used to determine which of the student’s scores will or will not be included in the score summary reports. Willful miscoding of answer documents is a violation of ethical test practice and subject to discipline and/or dismissal.

Word Processors, Scribes, Tape Recorders, Large Print, and Braille Tests

If the student uses a word processor, tape recorder, scribe, Braille test book and Braillewriter, or a Large Print test book as an adaptation, his or her responses must be transcribed into an answer document for scoring purposes. A member of the school staff must be responsible for transcribing the response exactly as produced by the student. Staff members should not change the spelling or punctuation of the student-produced work. These answer documents should be returned with the rest of the documents for the appropriate school. The student's use of a Braille or Large Print edition of the test must be recorded on the student's answer document in the "Disabilities" section (number 12).

Braille and Large Print editions of the test books are available. To obtain these materials, please contact your District/Charter Holder Test Coordinator. Quantities are limited, so please order only the exact number of Braille or Large Print test books that will be needed.

Test Materials

Materials Supplied by the State

- Test Administrator's Manual
- Test booklets
- Answer documents
- Scoring Service Identification (SSID) sheets
- Grade 3 Writing Draft Pages

Materials Supplied by Your School

Your school is responsible for providing the following for each testing room.

- Supply of No. 2 pencils with erasers for students who do not bring their own
- Pencil sharpener
- "Testing—Do Not Disturb" sign
- Dictionaries and thesauri for use on the extended writing prompt on the writing test ONLY

Test administrators must be sure to have an adequate supply of materials available prior to testing. Administrators should check that there is one test booklet and one answer document per student. Administrators should also check that students use the correct section of the combined answer document for the test that is being administered. Students taking the mathematics test should use the mathematics section of the combined answer document. Likewise, students taking the reading or writing test should use the reading or writing section of the combined answer document. Grade 3 students will use a machine-scorable test booklet. Test administrators should check that Grade 3 students have received the correct machine-scorable test booklet for the subject area test that is to be administered. Grade 3 students will also use separate Grade 3 Writing Draft Pages. Test administrators should check that all Grade 3 testing groups (classes) receive a packet of Grade 3 Writing Draft Pages.

Use of scratch paper is prohibited. Its use is a violation of test security. **Only answers marked on the Grade 3 machine-scorable test booklets and the Grade 5 and 8 answer documents will be scored.**

Although not required, students may use a dictionary or thesaurus for the extended writing prompt on the writing test ONLY. Several copies of each should be available if students choose to use them. Dictionaries and thesauri may not be used on the mathematics and reading tests.

Contact the Test Coordinator if you need additional test materials.

Test Booklets—Grade 3

Students in Grade 3 will receive a machine-scorable test booklet. The Grade 3 test booklet is a secure document. Unused booklets for Grade 3 must be returned with the test booklets for Grades 5 and 8; used test booklets for Grade 3 will be returned with the used answer documents for Grades 5 and 8 for scoring.

Students will also receive separate lined paper for the rough drafts of their extended writing. Their final draft needs to be copied on the pages provided in their test booklets, otherwise IT WILL NOT BE SCORED. Rough draft pages should be collected and returned with the used test booklets and bundled separately. Students may not use more than one two-sided sheet for rough drafts to ensure they will have enough space in the test booklet for their final extended writing copy.

Test Booklets—Grades 5 and 8

Students in Grades 5 and 8 may write in their test booklets, but their response to each item must be properly recorded on the answer document. Students should use a No. 2 pencil to mark their answers.

Although test booklets are secure and must be returned to your Test Coordinator after testing, students may write in their test books. However, only answers indicated on the answer document will be scored.

Answer Documents—Grades 5 and 8

The answer documents are machine-scorable and a No. 2 pencil must be used. AIMS uses a combined answer document for the Grades 5 and 8 mathematics, reading and writing tests.

It is important that the following precautions be observed:

- Students should not use correction fluid on the answer documents. If an error is made in answering an extended-response question, the student should erase the error and write in the correction.
- Do not allow students to use extra paper to answer their extended-response questions. Only answers written in the space allotted on the answer document will be scored. Additional pages will not be scored.
- Do not allow students to use pen, crayons, markers or colored pencils to respond to

either their multiple-choice questions or their extended-response questions.

- Do not disassemble or pull pages out of the answer document.
- Do not use paper clips, tape, staples, or glue on the answer documents.
- Do not attach removable “sticky” notes to the answer documents.
- Use only Spring 2003 AIMS Answer Documents. Documents from other testing programs or from previous AIMS field or pilot testing cycles will not be scored.
- Do not photocopy the answer documents.

Test Administration Guidelines

Students Who Leave the Room During Testing

Students may be allowed to go to the restroom, if necessary, during testing. However, only one student may leave at a time. Collect the test booklet and answer document from the student upon leaving and return them when the student returns. Test administrators must not leave the testing room unsupervised at any time.

Defective Test Booklets

Replace the defective test booklet or answer document as quickly as possible. Be sure to return the defective test booklet to the Test Coordinator at the conclusion of testing.

Students Who Become Ill

If a student becomes ill during testing, the test administrator should collect the student’s test booklet and answer document and dismiss the student from the testing room. Although make-up testing is not allowed, the student’s answer document should be returned for scoring.

Disruptive Students

Students who disrupt testing, refuse to participate, receive help from others, or otherwise engage in behaviors not consistent with acceptable classroom behavior, should be subject to the discipline procedures established by your school for such occurrences. Testing materials should be gathered by the test administrator. The student should be informed that the opportunity to participate in the test has been revoked with appropriate notification to be placed in the offending student’s cumulative folder. The Department of Education recommends written notification of the incident and its consequences to the student’s parents/guardians.

Monitoring the Test

Students should be allowed to work at their own pace. Test administrators and proctors should walk around the room during testing to make sure students are progressing through the test.

Test administrators and proctors should:

- Answer questions students may have regarding the test instructions.
- Check that students are marking their answers in the answer document.
- Check for a large number of erasures. The student may be confused about the directions or have some other problem.

Test Administration

The usefulness and validity of the assessment results depend on accurate recording of the required identification information. It is important that students enter the demographic information required on the answer documents accurately and completely. School or district personnel must verify that all sections of the answer document that are to be completed by the student have been completed, in addition to completing all sections identified for school or district personnel usage.

“OTHER INFORMATION” Section

School or district personnel should complete this section of the answer document after the student is finished taking the test. (See page 10.)

Calculators

Calculators may NOT be used on any portion of AIMS except as noted in the modification section of this manual on page 9.

Dictionary and Thesaurus

Although not required, students may use a dictionary or thesaurus for the extended writing prompt only of AIMS for Grades 3, 5 and 8. Several copies of each should be available if students choose to use them. Dictionaries and thesauri may not be used on the mathematics and reading tests.

Grade 3 Writing Draft Pages

Test administrators should receive a packet of Grade 3 Writing Draft Pages for Grade 3 writing. These must be provided for students' rough drafts. They should be collected, separately bundled, and returned with the Grade 3 unused writing test booklets.

Pre-Identification Labels

If your district uses Harcourt Pre-ID labels, your District/Charter Holder Test Coordinator will send them to the school. Harcourt-provided labels should be applied to the Grade 3 test booklets and the Grade 5 and 8 answer documents prior to testing.

Instructions to be Read to All Students

All text written in the boxes in this section of the manual should be read aloud to the students. All other text is for the test administrator's information only and should not be read to the students. Adjustments in text for Grade 3 and Grades 5 and 8 administrations are noted.

SAY:

Today you will take AIMS. You will each receive: (for Grade 3 say) a machine-scorable test booklet, (for Grades 5 and 8 say) a combined test booklet and a combined answer document. You must use a No. 2 pencil to mark your (for Grade 3 say) test booklet (for Grades 5 and 8 say) answer document. Do not open your test booklet until I tell you to do so. There will be no talking among students at any time during this AIMS test administration. It is imperative that you respect the right of others to take the test in a silent environment. AIMS is not a timed test. When you finish today's test, raise your hand and I will take your test booklet (for Grades 5 and 8 say) and your answer document. Be sure to check your work first because once you hand in the test to me, I cannot return it to you for any reason.

Distribute testing materials to each student.

(For Grade 3) Hold up a test booklet and point to the back cover of the test booklet.

(For Grades 5 and 8) Hold up an answer document and point to the back cover of the answer document.

SAY:

Find the lines that say "STUDENT NAME," "TEACHER," "SCHOOL," "DISTRICT," "GENDER," "GRADE," and "DATE OF BIRTH," and enter your information. The name to enter in the "TEACHER" section will be provided by your test administrator.

Pause.

Note: If a Pre-ID label has been applied to each student's demographic page, disregard the directions for gridding "LAST NAME," "FIRST NAME," "MI" (middle initial), and "DATE OF BIRTH."

Point to the grid section for LAST NAME, FIRST NAME, MI (middle initial).

SAY:

Print the letters of your LAST name in the boxes under the words “LAST NAME.” Please use your legal last name. Starting from the left box, print one letter in each box. If your last name has more than 11 letters, print only the first 11 letters.

Pause, then say:

Print the letters of your FIRST name in the boxes under the words “FIRST NAME.” Please do not use a nickname. Starting from the left of the “FIRST NAME” box, print one letter in each box. If your first name has more than 9 letters, print only the first 9 letters.

Pause, then say:

Print the first letter of your MIDDLE name in the box under the letters “MI.” If you do not have a middle name then leave the box blank.

Now, grid your name by filling in the bubbles that correspond to the letters of your name. If there is no letter in the box, fill in the blank bubble at the top of the column. Check to make sure that each mark is dark and fills the bubble completely. If you make a mistake, erase it completely.

Are there any questions?

Answer any questions, then circulate throughout the room to make sure that students have understood the directions. REMIND STUDENTS TO USE EXACTLY THE SAME NAME ON THE MATHEMATICS, READING, AND WRITING GRADE 3 TEST BOOKLETS, AND THE READING/MATHEMATICS AND WRITING GRADES 5 AND 8 ANSWER DOCUMENTS.

Point to the grid section for “DATE OF BIRTH.”

SAY:

Find the section labeled “DATE OF BIRTH.”

Under the word “MONTH,” fill in the bubble that corresponds to the month you were born.

Under the word “DAY,” print the day you were born using two digits. For example, if you were born on the 3rd day of the month, write “03.” Now fill in the bubbles that correspond to the day you were born.

Under the word “YEAR,” print the last two digits of the year you were born. For example, if you were born in 1988, write “88.” Now fill in the bubble for “19” and fill in the bubbles that correspond to the last two digits of the year you were born.

Are there any questions?

Answer any questions, then point to the box that reads “GENDER.”

SAY:

Find the section labeled “GENDER.” Fill in the bubble that applies to you.

For Grade 3 students, skip the following section on gridding the form code and resume with reading the instructions for completing the demographic sections on the previous page of the Grade 3 test booklet.

SAY:

(For Grades 5 and 8 only) Find the section labeled “FORM CODE.” Now look in the upper right-hand corner of your combined test booklet. You will see a test form code. Write the form code from your test booklet on the line provided in the “FORM CODE” section on your answer document. Then, fill in the bubble next to the code that matches the code on the front cover of your test booklet.

Circulate throughout the room to make sure that the students have understood the directions.

SAY:

Now turn to the previous page of your (for Grade 3 say) test booklet (for Grades 5 and 8 say) answer document.

Pause. Wait for students to turn to the previous page.

Hold up the (for Grade 3) test booklet (for Grades 5 and 8) answer document and point to the box that reads “1. Grade Enrolled.”

SAY:

Find the section labeled “Number 1. Grade Enrolled.” Fill in the bubble that corresponds to the grade you are currently enrolled in. Are there any questions?

Pause. Answer any questions.

Point to the box that reads “2. Racial/Ethnic Background.”

SAY:

Now, find the section labeled “Number 2. Racial/Ethnic Background.” Fill in the bubble that corresponds to the racial/ethnic group that you most identify with. Are there any questions?

Pause. Answer any questions.

Point to the box that reads “3. Did you start this school year at this school?”

SAY:

Now, find the section labeled “Number 3. Did you start this school year at this school?” If you started the school year in this school, fill in the bubble corresponding to “yes.” If you started classes at this school after the beginning of the school year, fill in the bubble corresponding to “no.” Are there any questions?

Pause. Answer any questions.

Point to the box that reads “4. Number of Years in the School.”

SAY:

Now, find the section labeled “Number 4. Number of Years in the School.” Fill in the bubble that corresponds with the number of years you have attended this school. Select one response only. Are there any questions?

Pause. Answer any questions.

Point to the box that reads “5. Number of Years in the District.”

SAY:

Now, find the section labeled “Number 5. Number of Years in the District.” Fill in the bubble that corresponds with the number of years you have attended school in this district. Select one response only. Are there any questions?

Pause. Answer any questions

Point to the box that reads “6. Primary language spoken at home.”

SAY:

Now, find the section labeled “Number 6. Primary language spoken at home.” Fill in the bubble that corresponds to the language that is most often spoken at your home. Fill in the “Other” bubble if the language spoken at your home is not listed. Are there any questions?

Pause. Answer any questions.

Questions 7-12 will be completed by school or district personnel.

(For Grades 5 and 8 only) Hold up the test booklet and point to the box that reads “Name” on the outside back cover.

SAY:

Now, turn your test booklet over and find the section labeled “Name.” Print your first and last name on the line that is provided.

Pause. Answer any questions.

GRADE 3 MATHEMATICS

PART 1

Check to make sure that each student has a Grade 3 Mathematics Test Booklet. Students may not use calculators for any part of the test.

SAY:

For this test there is a machine-scorable Grade 3 Mathematics Test Booklet. You are going to work the mathematics problems in your test booklet, then mark or write all of your answers in this same booklet. You may not use a calculator for any part of this test.

Hold up the mathematics test booklet as you refer to it.

SAY:

This test booklet contains different types of questions. Many of the questions in this test are multiple-choice. To answer a multiple-choice question, fill in the bubble next to the answer you choose. Other questions in this test require you to write your answers. Lines have been provided in this test booklet for you to write your answers. Do not write outside the lines provided for each item.

Pause, then say:

Now open your mathematics test booklet to page 3. Find question 1. When you have finished Part 1 of this test, please sit quietly until everyone has finished.

Check to make sure that all students have turned to the correct page in their mathematics test booklets.

SAY:

Keep working until you see the word STOP at the end of Part 1, on page 17, or until I tell you to stop. You may go back and check your answers in Part 1, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Close your test booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made if additional time is needed for students to finish this section of the mathematics test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 3 MATHEMATICS PART 2

Make sure each student has his or her Grade 3 Mathematics Test Booklet.

SAY:

Now we are going to work on Part 2. Open your mathematics test booklet to page 19.

Make sure all students have turned to the correct page in their mathematics test booklets.

SAY:

Keep working until you see the word STOP at the end of Part 2, on page 29, or until I tell you to stop. When you are finished you may go back and check your answers to Part 2. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of the mathematics test. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Close your test booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made if additional time is needed for students to finish this section of the mathematics test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 3 READING PART 1

Check to make sure that each student has a Grade 3 Reading Test Booklet.

SAY:

For this test there is a machine-scorable Grade 3 Reading Test Booklet. You are going to mark or write all of your answers in this booklet.

Hold up the reading test booklet as you refer to it.

SAY:

The reading test contains several stories. You will read a story and then answer the questions that follow it. You may look back at the story when answering the questions.

Many of the questions are multiple-choice. To respond to a multiple-choice question, fill in the bubble next to the answer you have selected. Other questions require that you write your response. Boxes have been provided on this test booklet in which you will write your answers. Do not write outside of the box provided for each item. Responses written outside of the box provided, or on a separate piece of paper, will not be scored. Now open your reading test booklet to page 3. When you have finished Part 1, please sit quietly until everyone has finished.

Make sure all students have turned to the correct page in their reading test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 1, on page 16, or until I tell you to stop working. You may go back and check your answers in Part 1, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Close your test booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the reading test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 3 READING PART 2

Make sure each student has his or her Grade 3 Reading Test Booklet.

SAY:

Now we are going to work on Part 2. Open your reading test booklet to page 18.

Make sure all students have turned to the correct page in their reading test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 2, on page 32 or until I tell you to stop working. When you finish you may go back and check your answers to Part 2. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of the reading test. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Close your test booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the reading test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 3 WRITING PART 1

Check to make sure that each student has a Grade 3 Writing Test Booklet.

SAY:

For this test there is a machine-scorable Grade 3 Writing Test Booklet. You are going to mark or write all of your answers in this booklet.

Hold up the writing test booklet as you refer to it.

SAY:

The writing test booklet contains multiple-choice questions, questions that require a short written response, and one writing activity. To respond to a multiple-choice question, fill in the bubble next to the answer you are selecting. Boxes have been provided in the test booklet in which you will write your answers to the short written response and writing assignment items. Do not write outside of the box provided for each item. Responses written outside of the box provided, or on a separate piece of paper will not be scored. Now open your writing test booklet to page 3. When you have finished Part 1, please sit quietly until everyone has finished.

Make sure all students have turned to the correct page in their writing test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 1, on page 11 or until I tell you to stop working. You may go back and check your answers in Part 1, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have erased any marks you do not want.

Pause, then say:

Close your test booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the writing test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 3 WRITING PART 2

Make sure each student has his or her Grade 3 Writing Test Booklet.

SAY:

Now we are going to work on Part 2. Open your writing test booklet to page 12.

Make sure all students have turned to the correct page in their writing test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 2, on page 21 or until I tell you to stop working. When you finish you may go back and check your answers to Part 2, but do not go on.

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of Part 2. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Close your test booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the writing test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 3 WRITING PART 3

*Distribute the Grade 3 Writing Draft Pages to students at this time.

Dictionaries and thesauri must be available for student use on this portion of the test only. Make sure each student has his or her Grade 3 Writing Test Booklet.

SAY:

Now we are going to work on Part 3. Open your writing test booklet to page 22.

Make sure all students have turned to the correct page in their writing test booklets.

SAY:

Part 3 is a writing task. Read the directions and write the first draft of your story on the Grade 3 Writing Draft Page I have given you. Then use the Writer's Checklist as a guide to review your draft. Make sure you have covered everything on the checklist. This checklist will be used as a guide to evaluate your final copy. If you choose to, you may use a dictionary or thesaurus on this writing task only. However, you may NOT go back and use these materials to review your work on Parts 1 or 2 of this test. When you have finished reviewing your draft, write the final copy of your story on pages 25 and 26 in the test booklet. Stop working when you see the STOP sign at the end of Part 3. When you have finished, you may go back and check your work in Part 3. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

Test administrators and proctors must monitor the use of dictionaries and thesauri to ensure that students do not look back in the test booklet and use these reference materials on the multiple-choice or short answer response portions of the test.

SAY:

Stop working. This is the end of the writing test. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then SAY:

Close your test booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the writing test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session.

Missing test booklets must be located prior to dismissing students. Collect all of the Grade 3 Writing Draft Pages from the students. Bundle them separately and return with the test booklets.

GRADE 5 MATHEMATICS

PART 1

Make sure that each student has turned to the Grade 5 mathematics section of the combined test booklet and has a combined answer document. Students may not use calculators for any part of this test.

SAY:

For this test there is a Grade 5 combined test booklet and a combined answer document. You are going to mark or write all of your answers in the mathematics section of the answer document. You may not use a calculator for any part of this test.

Hold up the combined test booklet as you refer to it.

SAY:

The mathematics test contains different types of questions. Many of the questions in this test are multiple-choice. To answer a multiple-choice question, fill in the bubble with the same letter as the answer you choose. For these test questions, you may work the problem in your test booklet, but remember to mark the answer in your answer document. Other questions in this test require that you write your answer. Boxes have been provided in the answer document for you to write your answers and show your work. Do not write outside of the box provided for each item.

Pause, then say:

Now open your combined test booklet to page 1 of the mathematics section. Find question 1. When you have finished Part 1 of this test, please sit quietly until everyone has finished.

Make sure all students have turned to the correct page of the mathematics section in their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you see the word STOP at the end of Part 1, on page 12, or until I tell you to stop. You may go back and check your answers in Part 1, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the testing session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made if additional time is needed for students to finish this section of the mathematics test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 5 MATHEMATICS PART 2

Make sure each student has his or her Grade 5 combined test booklet and combined answer document.

SAY:

Now we are going to work on Part 2. Open your combined test booklet to page 13 of the mathematics section.

Make sure all students have turned to the correct page of the mathematics section in their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 2, on page 27 or until I tell you to stop. When you have finished you may go back and check your answers in Part 2. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of the mathematics test. Before we collect the test materials, look over your answer document to be sure that you have marked all of your answers completely. Also, be sure you have completely erased your mistakes.

Pause, then SAY:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made if additional time is needed for students to finish this section of the mathematics test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 5 READING PART 1

Check to make sure that each student has turned to the Grade 5 reading section of the combined test booklet and has a combined answer document.

SAY:

For this test there is a Grade 5 combined test booklet and a combined answer document. You are going to mark or write all of your answers in the reading section of the answer document.

Hold up the combined test booklet as you refer to it.

SAY:

The reading test contains several stories. You will read a story and then answer the questions that follow it. You may look back at the story when answering the questions.

Many of the questions are multiple-choice. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting. Other questions require that you write your response. Boxes have been provided on the answer document in which you will write your answers. Do not write outside of the box provided for each item. Responses written outside of the box provided, or on a separate piece of paper will not be scored. Now open your combined test booklet to page 1 of the reading section. When you have finished Part 1, please sit quietly until everyone has finished.

Make sure all students have turned to the correct page of the reading section in their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 1, on page 13 or until I tell you to stop working. When you have finished Part 1, you may go back and check your answers in Part 1, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the reading test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 5 READING PART 2

Make sure each student has his or her Grade 5 combined test booklet and combined answer document.

SAY:

Now we are going to work on Part 2. Open your combined test booklet to page 14 of the reading section.

Make sure all students have turned to the correct page of the reading section of their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 2, on page 27 or until I tell you to stop working. When you have finished you may go back and check your answers to Part 2. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of the reading test. Before we collect the test materials, look over your answer document to be sure that you have marked all of your answers completely. Also, be sure you have completely erased your mistakes.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the reading test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 5 WRITING PART 1

Check to make sure that each student has turned to the Grade 5 writing section of the combined test booklet and has a combined answer document.

SAY:

For this test there is a Grade 5 combined test booklet and a combined answer document. All responses that are to be scored must be recorded in the writing section of the combined answer document.

Hold up the combined test booklet as you refer to it.

SAY:

The writing test contains multiple-choice questions, questions that require a short written response, and one writing activity. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting. Boxes have been provided on the answer document in which you will write your answers to the short written response and writing assignment items. Do not write outside of the box provided for each item. Responses written outside of the box or written on a separate piece of paper will not be scored. Be sure to follow the directions that appear throughout the writing section of the test booklet. Now open your combined test booklet to page 1 of the writing section. When you have finished Part 1, please sit quietly until everyone has finished.

Make sure all students have turned to the correct page of the writing section in their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 1, on page 16 or until I tell you to stop working. When you have finished Part 1, you may go back and check your answers, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1 hour and 15 minute time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the writing test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 5 WRITING PART 2

Dictionaries and thesauri must be available for student use on this portion of the test only. Make sure each student has his or her combined test booklet and answer document.

SAY:

Now we are going to work on Part 2. Open your combined test booklet to page 18 of the writing section.

Make sure all students have turned to the correct page of the writing section in their combined test booklets.

SAY:

Part 2 is a writing task. Read the directions and write the first draft of your story in your combined test booklet. Then use the Writer's Checklist as a guide to review your draft. The checklist will be used as a guide for evaluation of your final copy. Make sure you have covered everything on the checklist. If you choose to, you may use a dictionary or thesaurus on this writing task only. However, you may NOT go back and use these materials to review your work on Part 1 of this test. When you have finished reviewing your draft, write the final copy of your story in your answer document. Stop working when you see the STOP sign at the end of Part 2, or until I tell you to stop working. Are there any questions? When you have finished you may go back and review your work on Part 2.

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

Test administrators and proctors must monitor the use of dictionaries and thesauri to ensure that students do not look back in the test booklet and use these reference materials on the multiple-choice or short answer response portions of the test.

SAY:

Stop working. This is the end of the writing test. Before we collect the test materials, look over your answer document to be sure that you have marked all of your answers completely. Also, be sure you have completely erased your mistakes.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the writing test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 8 MATHEMATICS

PART 1

Check to make sure that each student has turned to the Grade 8 mathematics section of the combined test booklet and has a combined answer document. Students may not use calculators for any part of this test.

SAY:

For this test you will need a Grade 8 combined test booklet and a combined answer document. You are going to mark or write all of your answers in the mathematics section of the answer document. You may not use a calculator for any part of this test.

Hold up the combined test booklet as you refer to it.

SAY:

The mathematics test contains different types of questions. Many of the questions in this test are multiple-choice. To answer a multiple-choice question, fill in the bubble with the same letter as the answer you choose. For these test questions, you may work the problem in your test booklet, but remember to mark the answer in your answer document. Other questions in this test require that you write your answer. Boxes have been provided in the answer document for you to write your answers and show your work. Do not write outside of the box provided for each item.

Pause, then say:

Now open your combined test booklet to the Formulas page. You may turn back to this page and use information on it any time you wish during the test. Not all of the information is needed. Now turn to page 1 of the mathematics section. When you have finished Part 1 of this test, please sit quietly until everyone has finished.

Make sure all students have turned to the correct page of the mathematics section in their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you see the word STOP at the end of Part 1, on page 10, or until I tell you to stop working. You may go back and check your answers in Part 1, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the testing session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made if additional time is needed for students to finish this section of the mathematics test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 8 MATHEMATICS

PART 2

Make sure each student has his or her Grade 8 combined test booklet and combined answer document.

SAY:

Now we are going to work on Part 2. Open your combined test booklet to page 11 of the mathematics section.

Make sure all students have turned to the correct page of the mathematics section of their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 2, on page 22. When you have finished, you may check your answers to Part 2. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the testing session.

SAY:

Stop working. This is the end of the mathematics test. Before we collect the test materials, look over your answer document to be sure you have marked all of your answers completely. Also, be sure you have completely erased your mistakes.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made if additional time is needed for students to finish this section of the mathematics test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 8 READING PART 1

Check to make sure that each student has turned to the Grade 8 reading section of the combined test booklet and has a combined answer document.

SAY:

For this test there is a combined Grade 8 test booklet and a combined answer document. All responses that are to be scored must be recorded in the reading section of the combined answer document.

Hold up the combined test booklet as you refer to it.

SAY:

The reading test contains several stories. You will read a story and then answer the questions that follow it. You may look back at the story when answering the questions.

Many of the questions are multiple-choice. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting. Other questions require that you write your response. Boxes have been provided on the answer document in which you will write your answers. Do not write outside of the box provided for each item. Responses written outside of the box provided or on a separate piece of paper will not be scored. Now open your reading test section to page 1. When you have finished Part 1, please sit quietly until everyone has finished.

Make sure all students have turned to the correct page of the reading section in their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 1, on page 14 or until I tell you to stop working. When you have finished, you may go back and check your answers in Part 1, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the reading test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 8 READING PART 2

Make sure each student has his or her Grade 8 combined test booklet and combined answer document.

SAY:

Now we are going to work on Part 2. Open your combined test booklet to page 15 of the reading section.

Make sure all students have turned to the correct page of the reading section in their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 2, on page 28, or until I tell you to stop working. When you have finished you may go back and check your answers to Part 2. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of the reading test. Before we collect the test materials, look over your answer document to be sure that you have marked all of your answers completely. Also, be sure you have completely erased your mistakes.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the reading test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 8 WRITING PART 1

Check to make sure that each student has turned to the Grade 8 writing section of the combined test booklet and has a combined answer document.

SAY:

For this test there is a Grade 8 combined test booklet and a combined answer document. All responses that are to be scored must be recorded in the writing section of the combined answer document.

Hold up the combined test booklet as you refer to it.

SAY:

The writing test contains multiple-choice questions, questions that require a short written response, and one writing activity. To respond to a multiple-choice question, fill in the bubble with the same letter as the answer you are selecting. Boxes have been provided in the test booklet in which you will write your answers to the short written response and writing assignment items. Do not write outside of the box provided for each item. Responses written outside the box or written on a separate piece of paper will not be scored. Be sure to follow the directions that appear throughout the writing section of the test booklet. Now open your combined test booklet to page 1 of the writing section. When you have finished Part 1, please sit quietly until everyone has finished.

Make sure all students have turned to the correct page of the writing section in their combined test booklets.

SAY:

Follow the directions that appear throughout the test. Keep working until you reach the STOP at the end of Part 1, on page 20, or until I tell you to stop working. When you have finished, you may go back and check your answers in Part 1, but do not go on. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1 hour and 15 minute time period. If all students finish before the end of the time period, end the session.

SAY:

Stop working. This is the end of Part 1. Check to make sure that you have marked all your answers clearly and that you have completely erased any marks you do not want.

Pause, then say:

Put your answer document inside your test booklet and close your booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the writing test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

GRADE 8 WRITING PART 2

Dictionaries and thesauri must be available for student use on this portion of the test only. Make sure each student has his or her Grade 8 combined test booklet and combined answer document.

SAY:

Now we are going to work on Part 2. Open your combined test booklet to page 22 of the writing section.

Make sure all students have turned to the correct page of the writing section in their combined test booklets.

SAY:

Part 2 is a writing task. Read the directions and write the first draft of your story in your test booklet. Then use the Writer's Checklist as a guide to review your draft. Make sure you have covered everything on the checklist. The checklist will be used as a guide for evaluating your final copy. If you choose to, you may use a dictionary or thesaurus on this writing task only. However, you may NOT go back and use these materials to review your work on Part 1 of this test. When you have finished reviewing your draft, write the final copy of your story in your answer document, not on your draft page. Stop working when you see the STOP sign at the end of Part 2, or until I tell you to stop working. When you have finished, you may go back and review your work on Part 2. Are there any questions?

Answer any questions.

SAY:

You may begin.

Students should have time to finish within the 1-hour time period. If all students finish before the end of the time period, end the session.

Test administrators and proctors must monitor the use of dictionaries and thesauri to ensure that students do not look back in the test booklet and use these reference materials on the multiple-choice or short answer response portions of the test.

SAY:

Stop working. This is the end of the writing test. Before we collect the test materials, look over your answer document to be sure that you have marked all of your answers completely. Also, be sure you have completely erased your mistakes.

Pause, then say:

Put your answer document inside your test booklet and close your test booklet. Please remain quietly in your seat until all materials are collected.

Arrangements must be made to allow additional time for students to finish this section of the writing test. This should be done during the same testing session.

All test booklets are secure and must be accounted for at the end of each testing session. Missing test booklets must be located prior to dismissing students.

Procedures Following Test Administration

Inspecting Grade 3 Scorable Test Booklets and Grade 5 and 8 Answer Documents

After testing, check each answer document to ensure that the following has been done:

1. The student's marks have been made with a black (No. 2) lead pencil. (Light marks and marks made with a colored pencil, ink, or felt-tip pen cannot be properly scored. These should be marked over with a No. 2 pencil.)
2. The student's name has been recorded in both the print field box and printed and coded in the grid field. (Make sure only one bubble is filled in each of the columns provided.) **OR** the student's name has been recorded in the print field box, and a Pre-ID label has been affixed to the proper spot.
3. All erasures are complete and neat.
4. Both sides of the Demographic Page on the answer documents have been properly coded, including the information requested in the "OTHER INFORMATION" section. Be certain that for Grades 5 and 8, the test form the student used is correctly printed and coded in the "FORM CODE" section.
5. Make sure that the Grade 3 Writing Draft Pages have been removed from the test booklets.

Organizing Answer Documents After Testing

Arrange the answer documents/machine-scorable test booklets so the correct page with the name grid is facing up and the margin containing the black horizontal bars is on the left. All answer documents are to be placed in classroom or grade-level stacks with a completed Scoring Service Identification (SSID) Sheet on top of each grade/class. The SSID Sheet must be completed.

Place the paper band provided around each grade/class stack. (A paper band is a long piece of paper wrapped around the tests and fastened to itself with tape.) Do not bind answer documents with clips or rubber bands; this will damage answer document edges. The answer documents need not be alphabetized, as this will be done automatically by the computer program.

All test materials must be picked up by UPS from the Test Coordinator. Dates for the pick-up of all test materials are:

Monday, May 12 – Friday, May 16, 2003

Scoring Service Identification (SSID) Sheets

Preprinted SSID Sheets have been provided in each district's shipment of test materials. If the preprinted data contains an error, do not alter it. Instead, fill out all pertinent information on a blank form. The test administrators must complete an SSID Sheet for each group's documents. Instructions for completing the SSID Sheet are provided in the Grades 3, 5, and 8 Test Coordinator's Manual.

Blank SSID Sheets are included in the Test Coordinator's Kit. If you are completing blank

SSID Sheets for **new** buildings, be sure to match the school name exactly as it is printed on the Master File Sheet. It is important that all the necessary information is printed and/or gridded on this sheet. SSID Sheets are scannable documents; **photocopies are not acceptable for Scoring Center use**. If additional forms are needed, contact the Arizona Program Coordinator at 1-800-800-8305, extension 5645 or 5620. (Test administrators who need additional copies should contact their Test Coordinator.)

Returning Materials

Each test administrator should return the completed scorable test booklets/answer documents bundled with the Scoring Service Identification Sheet to the Test Coordinator. All other test materials (test booklets and unused answer documents) should also be returned to the Test Coordinator.

All scorable materials (completed scorable test booklets/answer documents) will be returned to the District/Charter Holder Test Coordinator.

Test Administrators' Checklist

- ☐ 1) Verify that completed answer documents have been correctly bubbled with the student's demographic information, i.e., student name, date of birth, etc. Confirm that the appropriate level and form have been administered.
- ☐ 2) Check all test booklets carefully for any answer documents.
- ☐ 3) Complete the Scoring Service Identification (SSID) Sheets for your class or grade. Please check that the grade and number of documents have been completed correctly. If it is necessary to use a blank SSID Sheet instead of a preprinted one, please check to make sure that the gridded school name is identical to the one on the Master File Sheet.
- ☐ 4) Arrange the answer documents with the name grid facing up. Documents do not need to be alphabetized. Use the paper bands supplied to band all the documents together. Do not use clips or rubber bands. Be sure to include the SSID Sheet with your documents.
- ☐ 5) All Grade 3 machine-scorable test booklets and Grade 5 and 8 answer documents will be returned to the District/Charter Holder Test Coordinator for further processing before shipping to the Scoring Center in San Antonio, Texas. Grade 5 and 8 test booklets, unused answer documents, Test Coordinator's Manuals, and Test Administrator's Manuals will be returned to the district as directed by your Test Coordinator.
- ☐ 6) Contact your Test Coordinator if you have any questions.

ISBN 999-8092-45-0



9 789998 092457